

One Thousands Districts Realizing Their Unique Vision of Excellence

This is the Vision of the Re-Inventing Schools Coalition whose mission is to transform education systems using a comprehensive school reform framework set up as a performance-based system comprised of four components, Leadership, Shared Vision, Personalized Mastery, and Continuous Improvement.

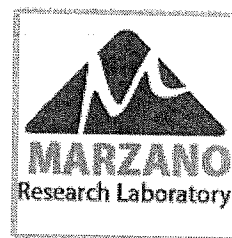
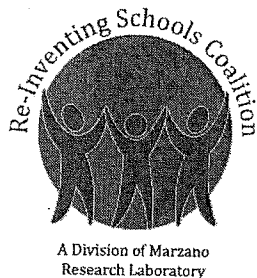
THE RE-INVENTING SCHOOLS COALITION: THE NEED

Despite years of reform and thousands of modifications to the traditional approach to schooling, the U.S. education system has largely failed to produce widespread, significant, and sustained gains in student achievement. In 2009, Art Levine, president of the Woodrow Wilson National Fellowship Foundation and former president emeritus of Columbia University's Teachers College, likened this system to an assembly line:

"America's current education system, created during the industrial era, resembles an assembly line, ... with all students required to master the same body of knowledge in the same period of time. . . . Given what we know today, this approach no longer makes sense."

The Re-Inventing Schools Coalition (RISC) and our partners believe that the shared national commitment to every American child succeeding can be realized through an integrated standards and performance mastery system. The RISC Approach to Schooling is the first comprehensive school reform framework set up as a learner-centered, performance-mastery system rather than a teacher-driven, Carnegie unit or time-based system. In a traditional education system, *time is the constant and learning is the variable*. In a RISC system, *learning is the constant and time is the variable*. Robert J. Marzano, leading education researcher, calls the RISC Approach to Schooling "the most comprehensive and well-articulated approach to standards-based reform in the country."

RISC's research-based framework is a systemic approach to teaching and learning that intentionally empowers students to take control of their education, engages them in learning, honors their unique differences, and prepares a strong pathway toward individual career and college readiness and life success. The RISC approach builds on core findings from syntheses of Effective Schools research conducted since the 1970's that support the idea that *all children can learn* and that schools have within their control the factors needed to ensure that students master required content (Marzano, 2007; Marzano, 2000; Good & Brophy, 1986). The RISC framework also draws on best practice and expert judgment based on more than 30 years of experience helping students learn.



THE RE-INVENTING SCHOOLS COALITION: AN OVERVIEW

The Re-Inventing Schools Coalition was established in 2002 as a nonprofit foundation with the mission of helping *all* students achieve, particularly lagging and failing students and students who others think can only reach a certain level of attainment due to their background, disabilities, prior performance, or other obstacles to learning. Our vision is that every school district in the United States will have in place a system-wide approach that will increase student achievement for those severely lagging or those moving ahead.

The three principal leaders of the RISC foundation worked together prior to the formation of RISC in a high-poverty, rural Alaska school district, where one high school graduate in the district's previous 20-year history went on to college and students had very few opportunities beyond high school for work or community participation. Their passion to help these students coalesced around a new vision of schooling and, together with other district leaders, they created a new system that led to award-winning dramatic improvements for these high-need students. After the creation of the RISC foundation, the RISC Approach to Schooling was developed. It has been the basis for replication in Alaska and in a growing number of school systems across the nation.

In February 2014, RISC merged with Marzano Research Laboratory. We are now more powerfully situated to provide additional resources and backing for schools, districts and State departments to create Personal Mastery systems that provide students with every opportunity to succeed.

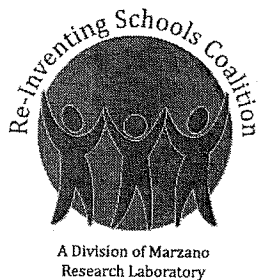
RISC Implementation

The RISC approach is implemented through four interrelated elements:

1. **Shared Vision** – For strong results to be sustained over time, 75-80% of the school community – a critical mass of students, parents, teachers, administrators, and other stakeholders – *must embrace the system as their own*.
2. **Personalized Mastery** – The nuts and bolts of RISC's distinctive approach to the teaching and learning process addresses what students will learn, how they will learn it, how they will be assessed and graded, and how their performance will be reported. Personalized Mastery encompasses four aspects:



- a) ***Individualization & Flexibility.*** One of our biggest innovations is the development of a performance-based system. In RISC schools standards content is articulated into *performance or developmental levels*, and students have the opportunity to move at their own pace in every subject, as fast or as slowly as needed. For example, a student may be at level 8 in math, level 9 in science, and level 6 in English. By allowing students to move at their own pace, RISC schools focus on learning, rather than seat time.
 - b) ***High Standards & Student Responsibility.*** RISC sets a high bar for advancement for every child, who must demonstrate evidence of *proficiency or better*, the equivalent of 80%, or grade B or above, before they can advance to the next level in a content area.
 - c) ***A Transparent Curriculum.*** The standards students must learn as they progress through developmental levels to high school graduation are published and available to stakeholders. Standards-aligned school and district assessments measure individual student progress, which is then reflected in progress reports. Assessment items are directly matched to specific standards, providing data to improve and adjust instruction. Classroom-built assessments are aligned to standards before instruction begins, and students are told which standards and assessment type(s) the instruction will address.
 - d) ***Student Ownership & Leadership.*** The essential ingredients of a RISC system are student engagement, motivation, ownership, leadership, and responsibility. RISC's performance system ensures that (1) students are aware of the standards they must learn through high school graduation and (2) they take responsibility for learning them. Students are not only *allowed* to co-lead their learning journey, they are *encouraged and empowered* to take the lead in every phase of learning including goal setting, the tracking process, and assessment.
3. **Leadership** –Leaders must learn to shift from the paradigm of “manage crisis, comply with federal and state mandates, and avoid risk” to becoming highly skilled, forward-thinking leaders who build leadership capacity in others.
 4. **Continuous Improvement** – Continuous improvement cycles are deliberate *and systemic, creating* a climate of ongoing innovation.



ORGANIZATION CAPABILITY AND RELATED EXPERIENCE

Since its inception, RISC has supported the implementation of personal mastery systems in 30 districts and over 200 schools across the United States. Still, against a background of approximately 16,000 school districts in the United States, RISC is in its infancy in terms of its commitment to reach 1,000,000 students and 1,000 districts, when we believe there will be a critical mass to change the course and quality of the U.S. education system for all students.

The Re-Inventing Schools Coalition will implement an integrated, systemic framework for reform---the RISC Approach to Schooling---rather than a series of discrete strategies, to realize goals. Based on research and expert judgment, sustained student achievement gains, especially among high-need students, are only possible in a system organized at every level to realize this goal.

Replication and scalability are at the heart of the mission of the Re-Inventing Schools Coalition, which was created in 2002 expressly for these purposes. The Re-Inventing Schools Coalition has had significant experience replicating the Framework. Including present activities, we have managed, or are managing, complex multi-district projects in Alaska and Maine and single-district projects in Colorado, California, South Carolina, Montana and Michigan as well as working with the New York City DOE through IZone.

Since 2002, RISC has organized, marketed, staffed, and launched more than 50 state and national conferences with 150-400 participants each. Our conferences bring teams together to accomplish the work of school reform around standards and assessments; these events receive consistently high participant evaluations (3.6 out of 4). A common participant comment on the evaluation survey is, "This is the most interactive and useful conference I have ever attended." We also offer webinars on Performance Mastery and Capacity Matrix trainings to organizations all over the country.

RESULTS AND EVALUATION PROJECTS

Three studies conducted on the RISC Approach to Schooling demonstrate positive outcomes for RISC implementation. In addition, a comparison of pre- and post-RISC implementation data in a rural, high-poverty, Alaska school district whose student population is almost entirely Alaska Native and high-need students indicates significant improvements in student achievement, student participation in college entrance exams, and teacher retention.

(1) Marzano Research Laboratory Study

Marzano Research Laboratory (Haystead, 2010) study compared seven RISC and eight non-RISC schools and districts in terms of the percentage of students proficient or above in reading, writing, and mathematics using available 2009 state testing data. Schools and



districts were selected based on comparable demographics including urban/rural, ethnicity, and size of student populations within each of three states: Alaska, Colorado, and Florida.

Marzano Research Laboratory compared the number of students in RISC and Non-RISC Schools who scored proficient or above on state tests for reading, writing, and mathematics to the number of students who scored below proficient in these schools. Numerous comparisons were made on aggregate testing data with respect to the implementation of the RISC framework.

These results suggest the following:

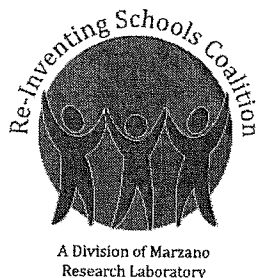
- The odds of a student in a RISC School scoring proficient or above on state tests are 2.3 times greater for reading, 2.5 times greater for writing, and 2.4 times greater for mathematics than the odds of a student scoring proficient or above on state tests at a Non-RISC School.
- Compared to students in Non-RISC Schools, students in RISC Schools are 37% more likely to score proficient or above on state tests for reading, 54% more likely to score proficient or above on state tests for writing, and 55% more likely to score proficient or above on state tests for mathematics.

Marzano Research Laboratory's report concludes, "A reasonable inference is that a true difference exists between RISC and non-RISC schools and student proficiencies on state tests for reading, writing, and mathematics" (p. 21).

(2) 2005 Whiteley, Coladarci, and Smith Study

In 2005 the Re-Inventing Schools Coalition contracted with researchers Gary Whiteley from Alaska and Theodore Coladarci and Lori Smith from the University of Maine to review the RISC Implementation Monitoring (RIM) Survey to ensure that survey items would result in statistically valid results. The RIM Survey is used to survey students, teachers, parents, and community members and the results are correlated with student achievement scores.

Coladarci et al. (2005) examined the relationship between student achievement and perceptions of respondents in 16 Alaska RISC districts regarding their level of RISC Model implementation. Coladarci et al. found that as respondents' perceptions increased, so, too, did the district's student proficiency percentages in reading, writing, and mathematics. Strong, positive correlations between respondents' perceptions of implementation and the percentage of students who had passed Alaska's state-level exams were found for all three content areas assessed on the exam: reading, writing, and mathematics (.57, .33, and .54, respectively). Higher achievement was found in districts in which respondents reported higher levels of implementation; lower achievement was found where lower levels of implementation were reported. *The higher the level of RISC implementation, the higher the level of student achievement.*



(3) 2005 Study by the Re-Inventing Schools Coalition

Another, related study (RISC, 2005) involved comparisons between five high-poverty, high-minority Alaska school districts that were implementing the RISC model and five similar Alaska districts that were *not* implementing the model. RISC districts were chosen at random. Non-RISC districts were chosen in terms of the degree to which they were similar to the selected RISC districts based on area, student enrollment, number of schools in the district, and ethnicity of the student population. Student achievement data from the 4-year period spanning 2000–2004 were aggregated to the district level and then across all five RISC and non-RISC sites, resulting in proficiency percentages for grades 3, 6, 8, and 10 in reading, writing, and mathematics. *Over the 4-year period, the percentage of students who scored at the proficient or advanced level grew, on average, 17.51% in RISC districts compared to 3.25% in non-RISC districts.*

Chugach School District, Alaska, Results

Alaska's Chugach School District, a rural, high-poverty district, was the first district in the United States to transition away from a Carnegie unit/credit-driven system to a performance-based system in which students must meet performance targets to graduate instead of earning credits. The framework and philosophy implemented in the Chugach School District is the direct predecessor of the RISC Approach to Schooling. Over a 4- to 5-year period, the following improvements were realized (see National Institute of Standards and Technology, 2001):

- Average student achievement on the California Achievement Test rose from the 28th percentile to the 71st percentile.
- The percentage of students participating in college entrance exams rose to more than 70%. In the district's previous 20-year history, only one student had attended college.
- Teacher turnover fell from a 20-year annual rate of 55% to 12%.
- In the first year of Alaska's High School Qualifying and Benchmark Exams, 75 to 80% of Chugach students in all grades performed better than the Alaska statewide average.

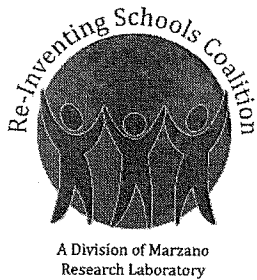
The Chugach School District became a nationally recognized education leader and a winner of numerous awards. In 2001 the district became one of the first education recipients of the Malcolm Baldrige National Quality Award (<http://www.nist.gov/baldrige/>), the nation's most prestigious award for organizational performance excellence and quality achievement.

Results Summary: Results from three research studies demonstrate that RISC's learner-centered, standards- and performance-based framework has had a significant impact on student achievement, student preparation for high-stakes testing, student participation in college entrance exams, and teacher retention. The RISC philosophy creates systems in



which previously under-served students have new opportunities to thrive and excel, resulting in heightened preparation for success in college, work, and life. These positive results suggest that more formal, systematic study would be worthwhile and provide more feedback about how the RISC framework impacts other indicators of student success and school effectiveness. These results also suggest that further refinement and implementation could lead to a set of practices that nonprofit and private partners can assist in taking to scale.

As stated earlier in the Marzano Study: The odds of a student in a RISC School scoring proficient or above on state tests are 2.3 times greater for reading, 2.5 times greater for writing, and 2.4 times greater for mathematics than the odds of a student scoring proficient or above on state tests at a Non-RISC School. Compared to students in Non-RISC schools, students in RISC Schools are 37% more likely to score proficient or above on state tests for reading, 54% more likely to score proficient or above on state tests for writing, and 55% more likely to score proficient or above on state tests for mathematics.



RISC VISION AND MISSION



ONE THOUSAND DISTRICTS REALIZING THEIR UNIQUE VISION OF EXCELLENCE



Mission

- Shared Vision
- Personalized Mastery
- Leadership
- Continuous Improvement



Focus Areas

- The Coalition
- The Framework
- The Partners
- The Sustainability Plan

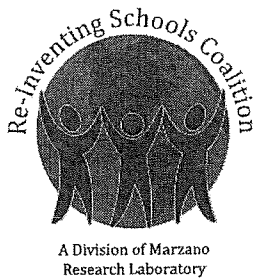


Core Values

- Agility and Innovation
- Empowerment
- Equity
- Fun
- Performance-Based
- Personal, Social and Global Responsibility
- Systems Thinking

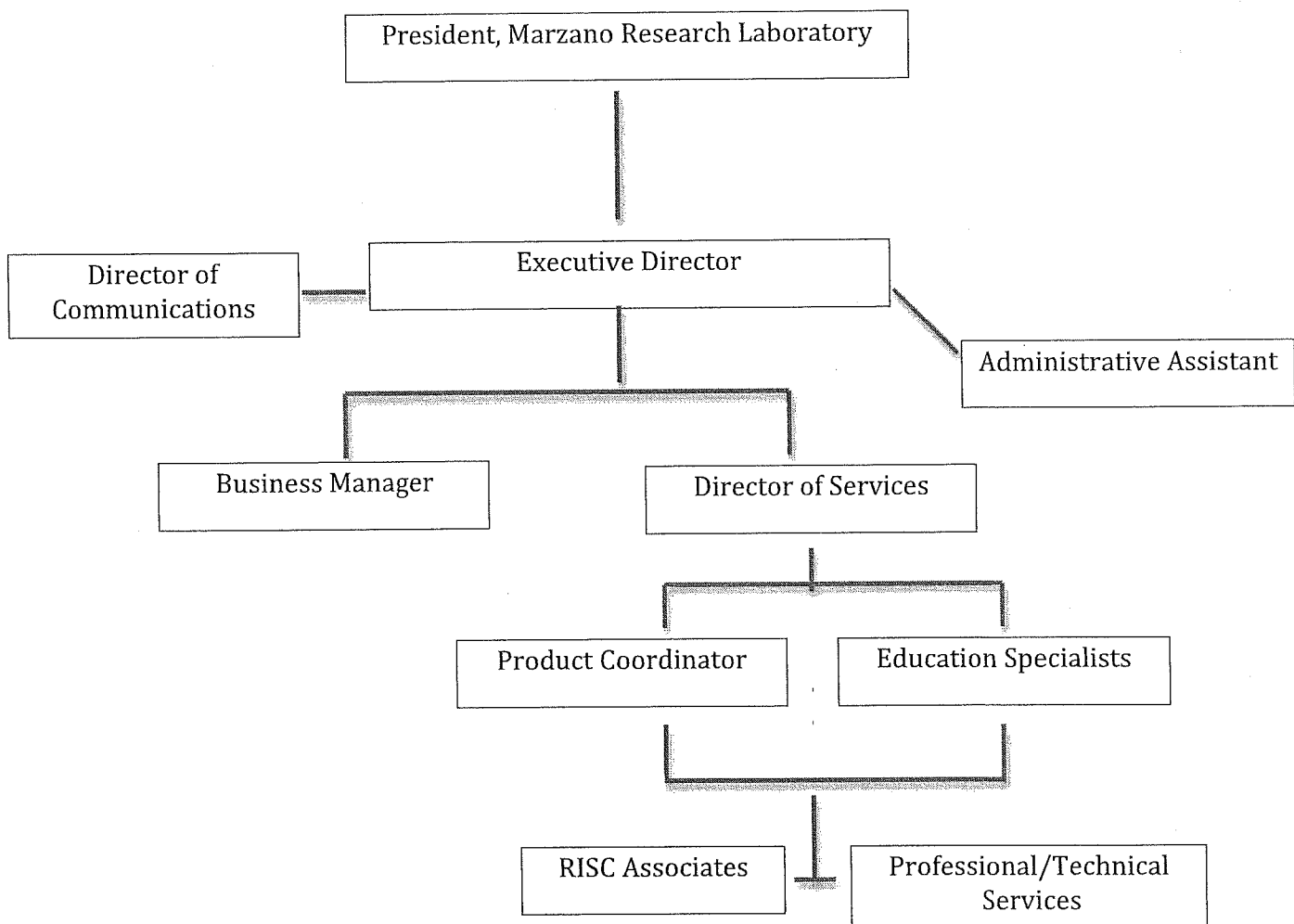


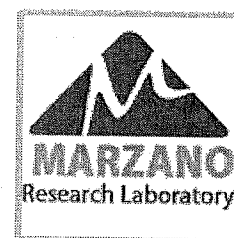
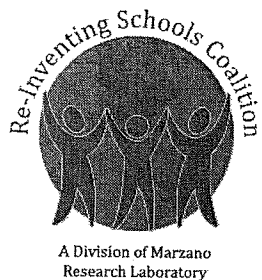
ONE MILLION STUDENTS OWNING THEIR LEARNING



RISC ORGANIZATION

The RISC staff provides districts throughout the country the professional development and support required to restructure their systems. Support is in the form of year round national, statewide and regional symposia/conferences, frequent on-site visits, audio conferencing and technical support. RISC employs 12 full time staff members and 25 associates. The staff has wide-ranging expertise in implementing the RISC Framework including teaching pre-K through postsecondary students, school administration, professional development, writing, and research. Experienced RISC Leaders monitor the design and deployment of all tools and processes, professional development, writing and product development.





IMPLEMENTATION PROJECTS

Project	Profile	Number of Students	Project Dates
Bill and Melinda Gates Foundation—Alaska Tier I	Chatham School District K-12, 5 Schools	155	1997-2002
	Chugach School District K-12, 5 Schools	290	1997-2002
	Iditarod School District K-12, 9 Schools	200	1997-2002
	Kake School District PreK-12, 2 Schools	90	1997-2002
	Lower Kuskokwim School District K-12, 26 Schools	4,046	1997-2002
	Southeast Island School District K-12, 11 Schools	142	1997-2001
Bill and Melinda Gates Foundation—Alaska Tier 2	Bering Strait School District K-12, 16 Schools	1,800	2002-2007
	Denali Borough School District K-12, 3 Schools	230	2002-2007
	Lake and Peninsula School District Pre K-12, 16 Schools	387	2002-2007
	Northwest Arctic School District K-12, 11 Schools	1,984	2002-2004
	Burchell High School 9-12	185	2002-2007
	Valley Pathways 7-12	200	2002-2007
	Mid-Valley 7-12	300	2002-2007
	Highland Tech High 6-12	200	2002-2007
Adams 50 School District - Colorado	PreK-12, 19 Schools	10,000	2007-2011
Ingenium Charter Schools - California	K-6, 2 Schools	600	2009-present
Lindsay Unified School District - California	K-12, 4 Schools	3,000	2007-present
Maine Department of Education	Regional School Unit #2 K-12, 9 Schools	2,240	2009-present
	Regional School Unit #3 K-12, 8 Schools	1,486	2009-present
	Regional School Unit #4 PreK-12, 5 Schools	1,525	2009-present
	Windham School Department RSU #14 - K-12, 7 Schools	3,317	2009-present



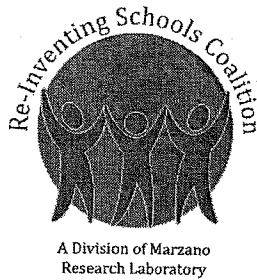
Maine Department of Education	Regional School Unit #15 K-12, 5 Schools	1,953	2009-2011
	Regional School Unit #18 K-12, 8 Schools	2,992	2009-present
	Regional School Unit #57 K-12, 7 Schools	3,423	2009-present
	Auburn School Department K-12, 9 Schools	3,590	2009-present
	Sanford School Department K-12, 7 Schools	3,308	2009-present
Lexington School District – South Carolina	K-5, 2 Schools	1,200	2010-present
New York City Department of Education – IZone Schools	6 Schools, 7-8	1,000	2011-2012
Lame Deer School District - Montana	K-12, 3 Schools	540	2012 - 2013
Kenowa Hills Public Schools - Michigan	PreK-12, 6 Schools	3,321	2012-present
Charleston County School District – South Carolina	PreK-12, 80 Schools	45,000	2012-present
Sierra Charter School - California	K-12, 1 School	640	2013-present
Maple Valley Schools - Nashville, Michigan	K-12, 3 Schools	1,140	2013-present
Kehillah Schechter Academy- Norwood, Massachusetts	K-8, 1 School	150	2013-present
Warren Public Schools Warren, Arkansas	K-12, 5 Schools	1,529	2014-present
Corinth School District Corinth, Mississippi	K-12, 6 Schools	2,398	2014-present
Bedford County Public Schools, Bedford VA	PreK-12, 22 Schools	10,562	2014-present
TOTAL STUDENTS		113,141	

RISC Conferences

Alaska Summer Quality Schools Institutes, eight annual five-day events in August from 1997 - 2003

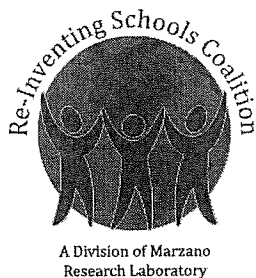
Alaska Quality Schools Symposiums, 32 three-day events (fall, winter, and spring) from 1997-2003

Maine Summer Institutes, two four-day events in August from 2009 – 2010

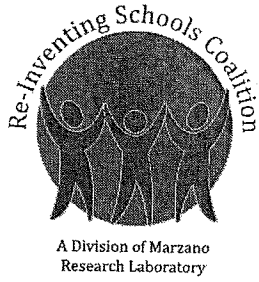


RISC PROFESSIONAL DEVELOPMENT SERVICES

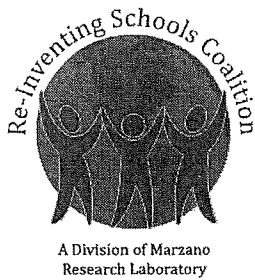
Initial Site Visits	This event allows RISC personnel to get a baseline assessment of current practice based on the four components of the Framework (Leadership, Shared Vision, Personalized Mastery, and Continuous Improvement), as well as, better understand the needs and culture of the organization.
The RISC Approach---Awareness Training	This training provides an awareness of the RISC approach to learning where the entire educational system is organized around engaging students in 21 st century skills, in a learner-centered environment, working at their instructional levels, advancing only when they have demonstrated proficiency.
Leading the Learning Training (LTL)	This training provides a deeper understanding of personalized mastery supporting the RISC framework of shared vision, leadership, and continuous improvement.
Building & Navigating the Pathway (BNP)	Provides an awareness of the RISC approach to learning where the entire educational system is organized around engaging students in 21 st century skills, in a learner-centered environment, working at their instructional levels, advancing only when they have demonstrated proficiency.
District and School Design & Delivery Training (DSDD)	This training focuses on understanding the key characteristics of designing and deploying a school that embraces a personalized mastery philosophy. Leaders will use tools for specific purposes that allow students and staff to drive the classroom and school structure, environment, and learning process.
Classroom Design & Delivery Training (CDD)	This training focuses on the first implementation of tools to engage all students in the ownership of their learning. Teachers will learn to build collegial support around problem solving in an effort to implement a learner-centered culture, create procedural efficiency, and develop transparency so students can navigate their learning. The training also builds skills of balanced instruction to include direct, analytical, contextual instruction and incorporating student voice and choice.



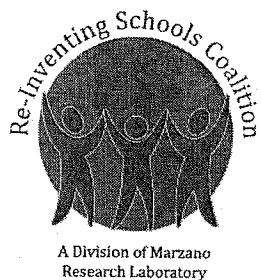
Student Leadership Training (SL)	This training develops leadership capacity in support of the RISC Framework within the student stakeholder group. Students will investigate their role in the performance mastery change process, develop communication plans to help facilitate change and create a student induction program for new students to the system.
Advanced Student Leadership Training (ASL)	This training develops leadership capacity in support of the RISC Framework within the student stakeholder group. Students will investigate their role in the performance mastery change process, develop communication plans to help facilitate change and create a student induction program for new students to the system.
CDD Classroom Follow-Up Visits	This service is intended to support staff in practical and successful implementation of the tools and strategies gained from the pre-requisite trainings. Administrators and teachers will have the opportunity for RISC trainers to observe their schools and classes where they can speak with staff and students about the implementation of the tools and strategies used, and then debrief with administrators and teachers discussing strengths, and next steps. RISC uses a coaching model that provides support and encouragement so that staff can be validated and redirected where needed.
Instructional Design & Delivery Training (ID)	This 2 to 3 day training is designed to support a moral imperative driving student ownership of learning through a shared vision and instructional design based upon standards/learning goals. As a result of the training, participants will leave with techniques for 'unpacking' standards/learning goals and knowledge to align instructional design (lesson sequence and assessments) with levels of taxonomy and research driven instructional strategies. This training is designed as a workshop, as participants have time to implement learning and utilize peer feedback as they design meaningful and relevant lessons and/or units.



Instructional Design and Delivery Training (IDD):	This 2 to 3 day training is designed to build upon the Instructional Design Training (ID) with a focus upon the alignment of instructional delivery strategies and learning goals. As a result of the training, participants will explore the 'what' and 'how' of Marzano's 9 research-based instructional strategies and develop or refine current unit plans with intentional integration of specific learning strategies. This training is designed as a workshop and provides the opportunity for peer support and feedback.
Leading Instructional Design & Delivery (LIDD)	This training focuses on developing systematic instructional support protocols to include: coaching strategies and processes for collaboration and evaluation of personalized mastery instructional practices.
Organizational Site Visits	On-site external evaluations are conducted on an annual basis in the spring to determine progress toward the implementation of the Organizational Self-Assessment Tool (OSAT) from an objective perspective using the RISC formal site visit process. A trained team from the RISC Coalition of schools will ask questions of different stakeholder groups at the district and school levels to help the organization identify opportunities for improvement and measure success of predetermined goals. Formal feedback reports will be issued to each school.
1 st Implementation Guide Development Training (IGT)	This training focuses on networking best practices around RISC Framework implementation.
Electronic Progress Analysis & Reporting (EPAR)	Integration of an intelligent management system to personalized mastery methodology.
Digital Design & Delivery Training (DDD)	This training allows educators to utilize technology to support a personalized mastery system.
Personal Design & Delivery (PDD)	This training allows educators to develop and deploy strategies to engage all students in a rigorous environment.



Standards & Assessment Development (SAD)	This service is provided in partnership with Marzano Research Laboratory (MRL). This guide scale development teams to align standards and assessments to the shared vision. MRL will review and provide feedback on proficiency scales developed by individuals, schools, or districts. MRL will review each scale and provide specific, written feedback. The MRL review staff will conduct a review session to share results of the review and to answer any questions. Multiple review and feedback cycles may be contracted. A minimum of two is suggested. Review periods are 1 month each.
Distance Coaching: Shared Vision (DCSV)	This coaching provides facilitative leadership in developing the framework and processes ensuring equal voice and ownership among all stakeholder groups for a shared vision of what we want our learners to know and be able to do in the 21 st Century Global Community.
Distance Coaching: Strategic Planning (DCSP)	This coaching provides facilitative leadership in developing the strategic plan framework for the organization.
Distance Coaching: PLC or Team Mentoring – Performance Mastery Learning	This coaching provides RISC participation in consistent and routine collaborative team meetings around the implementation of the Performance Mastery Learning systems and provides real and timely access to supplement the planned site visits and training opportunities. Coach will provide collegiality development, problem solving processing, SMART goal setting, tools and processes to support implementation and timely response to impending challenges to ensure efficient implementation of PML with a clear objective to build capacity and gradual release of control.
Distance Coaching: 2 nd Order Change Mentoring	This coaching provides direct one-on-one coaching to develop capacity around second order change and implementation of Performance Mastery Learning at the organizational and/or site level. How do we efficiently lead a paradigm shift to a shared leadership culture, navigate the change process, provide effective instructional coaching and build systems to ensure systemic and systematic implementation?



Keynote Presentations & Conference Breakout Sessions

This service provides organizations to contract directly with RISC staff to attend national and international conferences, providing keynote address and participating in breakout sessions.

SUMMARY

Together, the standards movement, the No Child Left Behind Act and the Common Core Initiative have resulted in a new culture of accountability for all students meeting specific academic standards. The missing ingredient is a shift in our educational approach, from one in which students progress en masse by following uniform methods of earning credits or seat time and reaching relatively low levels of academic performance, to one in which students progress individually by demonstrating—in a variety of ways and at a self-defined pace—that they have truly learned.

The Re-Inventing Schools Coalition and our partners believe that the commitment to every child learning will only be realized through an integrated standards and performance-based system that ensures every student reaches his or her potential—not just some students, or even most, or those with dedicated parents, or those in schools with tremendous financial resources—every student.

Trainings

Awareness Training – Why RISC? Why Change?

RISC will provide an awareness of the RISC framework, history and philosophy regarding the importance of involving all stakeholders in the development of a shared vision. Discussions and interactions focus upon the critical question: How might a standards-driven, performance based educational system, centered upon leadership and student need, improve the quality of today's education system?

Audience: All Stakeholders, 1 Day.

Shared Vision

This service will assist the organization with facilitation of the shared vision process with various stakeholder groups through board, community, staff, and student meetings. RISC Facilitators will utilize and model tools that allow for equal and ample opportunity for stakeholders to provide input on the organization's focus areas. The RISC Facilitator will provide a framework and guide the shared vision process through a series of on-site meetings with the aforementioned stakeholder groups. Audience: Leadership, 3 Days

Guide Training

This two-day training focuses on networking best practices around RISC Framework implementation within the organization in order to: Build Capacity, Increase Networking, Empower Others. This is a time to come together to learn specific techniques, shared expertise, and step up to mentor others. Participants will gain knowledge and skills to: Communicate the need for change, Build staff capacity for change, Communicate similarities and differences between the traditional system and the RISC model. Presentation skills will be taught and practiced as well.

Building and Navigating Our Pathway (BNP)

We will help you develop a foundational understanding around personal mastery learning support organizations through the change process (from a time and teacher-based system to a learner-centered and performance-based system). Participants will analyze possible gaps between current system and beliefs about learning, establishing a potential imperative for change. In addition, all will take steps to develop a plan with strategies to implement a shared vision process that includes stakeholder input. Discussions and interactions focus upon the critical question: How might a competency-based educational system, centered upon leadership and student need, improve the quality of today's education system? Click here for [BNP Flowchart and Goals](#) and [Sample Agenda](#).

Classroom Design and Delivery (CDD)

We help participants strengthen the foundation for change through an analysis of their own beliefs and actions regarding student learning. From there, exploring tenets of a learner-centered culture are explored, including how students might own their learning through voice in building a class code of cooperation, feedback in learning, monitoring progress and developing standard operating procedures (SOPs) to create procedural efficiency. Strategies to develop transparency in the learning through rigorous instructional planning will include unpacking the learning

targets, aligning assessments and using a balanced instructional model approach to learning. Learners will have opportunities to practice and fine-tune these skills, leaving with the capacity to implement changes within the classroom. Click [here](#) for a CDD Flowchart and Goals. and a Sample Agenda.

Classroom Follow Up Visits

We coach educators by providing feedback and support on where the educator is on the continuum of goals delivered through RISC trainings. Using student interviews and evidence gained in the classroom and school, a RISC coach will determine the level of implementation and readiness. Coaching discussions immediately follow the classroom visit to celebrate success and identify potential 'next steps' with the educator. The RISC coaching model will validate the educator's strengths through encouragement and evidences, while using the educator's autonomy and readiness levels to discuss realistic goals. RISC Coaches will also debrief with School Leaders to discuss school trends, anonymously share educator's 'next steps' and identify potential 'next steps' the leader may implement to support the educators. Ultimately, Classroom Follow-up Visits (CFV) will encompass both classroom and building level discussions. Our Classroom Follow-up Visit (CFV) service is intended to coach educators via a **coaching cycle** in a pre-determined time span, incorporating RISC's Core Coaching Values: **Acceptance, Collaboration, Systems Thinking, and Trust** to ensure practical and successful implementation of the tools and strategies gained from RISC trainings.

Capacity Building

Training with lead teachers and administration to develop and practice skills essential as they support their own staff in further implementation of personal mastery education. Classroom follow-up visit protocols, leadership development and collegiality are key focus topics and activities. Further focus is placed upon specific site needs in relationship to the current level of implementation.

Instructional Design

We will help educators maximize the learner-centered culture and transparency skills already learned in the CDD training. All will deepen understanding, practice and apply concepts of rigorously aligned instruction. Participants will be introduced to concepts connecting rigor, learning goals and assessments with an intentional use of effective strategies. The top research-based effective strategies will be broken down to analyze use at the various levels of rigor. These practiced skills will be immediately applied as they build their own learning plan to use in the classroom. Strategies to support the development of leadership skills with students, as well as their ability to use data to drive decision-making will also be included.

Instructional Strategy

We will help educators maximize the learner-centered culture and transparency skills already learned in the CDD training. All will deepen understanding, practice and apply concepts of rigorously aligned instruction. Participants will be introduced to concepts connecting rigor, learning goals and assessments with an intentional use of effective strategies. The top research-based effective strategies will be broken down to analyze use at the various levels of rigor. These practiced skills will be immediately applied as they build their own learning plan to use in the

classroom. Strategies to support the development of leadership skills with students, as well as their ability to use data to drive decision-making will also be included.

Student Leadership

Student training to clarify the what and why of personal mastery systems and to identify leadership opportunities and strategies. Develop leadership capacity in support of the RISC Framework within the student stakeholder group. Students will investigate their role in the performance mastery change process, develop communication plans to help facilitate change and create a student induction program for new students to the system. (2 Days)

Audience: Diverse student groups, 2 Days.

One-Day Training After Webinar

Participants will apply their learning from a RISC webinar to develop a lesson which then leads into a multi-standard, cross-content unit. Discussions and learning will extend from the webinar background knowledge to deepen understanding around the balanced instructional model and Marzano's 9 Most Effective Strategies, alignment and choice of assessment types and the sequencing of lessons to meet individual student readiness levels. Lesson and unit resources will be created within and/or organized within the Digital Learning Platform. (2 Trainers, 1 Day)

Readiness for Competency Based Education – Site Visit

We can visit your school to help you get started on the journey to Reinvent education! For more information about any of our sit visits please contact our Director of Services, Kim Hanisch at khansch@reinventingschools.org

Initial Site Visits

This event will allow RISC personnel to get a baseline assessment of current practice based on the four components of the Framework (Leadership, Shared Vision, Personalized Mastery, and Continuous Improvement), as well as, better understand the needs and culture of the organization. Upon completion of the Initial Site Visit, a formal baseline report will be provided to the organization.

Organizational On-Site Visits

RISC evaluators will conduct interviews and review evidence of progress on the RISC Organizational Path Implementation Tool (OPath). An opening meeting and closing debriefing will be conducted with the organization's administration. Formal feedback reports will be issued where strengths, opportunities for improvement, and recommendations will be documented in light of RISC Framework implementation. In addition, a summative report will be developed and submitted. A follow-up audio or videoconference will be held with administrative teams to review the reports and discuss next steps. These reports are designed to drive organizational action plans. The site visits are conducted using the RISC formal site visit process, benchmarked against the Malcolm Baldrige Site Visit process.

